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ABSTRACT

Three surveys covering early childhood education, intermediate education (grades 4-9), and secondary education are summarized in this paper. The surveys cover professional courses required within the respective majors. Questions concerning specific courses are open-ended and divided into two categories: important aspects of the particular course and aspects that should be included. Responses from the student teachers (N=159) are grouped and tabulated, with student comments quoted in answer to the open-ended questions. (JCW)

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A SURVEY OF STUDENT TEACHERS' VIEWS ON SELECTED ASPECTS OF THE TEACHER EDUCATION PROGRAM IN EARLY CHILDHOOD EDUCATION INTERMEDIATE EDUCATION AND SECONDARY EDUCATION

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February, 1975

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INTERMEDIATE EDUCATION

Intermediate education prepares students to teach in grades four through nine. Program requirements vary with the particular concentration selected but the approximate division of courses is as follows *

General College	67 credit hours	35 percent
School of Education	27 credit hours	14 percent
College of Arts and Sciences	74 credit hours	39 percent
Electives	22 credit hours	12 percent
Total	190 credit hours	100 percent

The survey covered the professional courses taught in the various colleges and schools exclusive of the general college and areas of concentration. That is to say it covered the professional courses required of all intermediate majors regardless of concentration. For example it covered Psychology 305, Education Psychology but did not cover Psychology 50, General Psychology.

Twenty-five students were included in the questionnaire. This number represents approximately ninety-eight percent of the intermediate students involved in student teaching in the Fall Quarter of 1974. It was administered during the last week of student teaching. The questions concerning the specific course were open-ended and divided into two categories. (1) IMPORTANT ASPECTS of the particular course and (2) ASPECTS WHICH SHOULD BE INCLUDED. The answers were grouped into various categories based on the responses for ease of tabulation. The total number of responses to a

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* Programs may vary somewhat from individual to individual.

given course varied from course to course. The students were asked to give two responses for each category and the total could vary from zero to fifty. Under these circumstances it was felt that the actual number of responses would be reported rather than converting them into percentages or some other measure for the first question which covers eleven specific courses.

Question one was open-ended and asked each student to list in order of importance: (a) the two most important aspects and (b) two aspects you feel should be included in the following courses.

The first course was Psychology 201, PSYCHOLOGY OF CHILDHOOD. Table I shows the responses.

TABLE I STUDENT COMMENTS ON PSYCHOLOGY 201, PSYCHOLOGY OF CHILDHOOD

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Child growth and development	9	Discipline	6
Miscellaneous	4	Observations	3
		Realistic examples	3
		Miscellaneous	6

The second course Psychology 305, EDUCATIONAL PSYCHOLOGY. Table II shows the responses.

TABLE II STUDENT COMMENTS ON PSYCHOLOGY 305, EDUCATIONAL PSYCHOLOGY

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Discipline	11	Discipline	6
Testing	4	How to handle various situations and students	3
Behavior Modification	2		
Miscellaneous	5	More practical, realistic and timely	3

The third course was Education 101, INTRODUCTION TO EDUCATION. Table III shows the responses.

TABLE III STUDENT COMMENTS ON EDUCATION 101, INTRODUCTION TO EDUCATION.

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
History and Philosophy	13	Things that are happening today	4
Observation	6	More observation	3
Names of Educators	5	More on Public Schools	2
Nothing	3		
Teaching	3		

The fourth course was Education 305, TEACHING, LEARNING AND TESTING IN THE UPPER ELEMENTARY GRADES. Table IV shows the responses.

TABLE IV STUDENT COMMENTS ON EDUCATION 305, TEACHING, LEARNING AND TESTING IN THE UPPER ELEMENTARY GRADES

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Lesson plans and unit	15	Prepare teaching units rather than resource units	7
Discipline	9	Experience and/or observation	7
Teaching and testing procedures	6	Discipline	2
Professional standards	4	More discussion	1

The fifth course was Education 311, LANGUAGE ARTS AND DIRECTED OBSERVATION IN THE UPPER ELEMENTARY GRADES. Table V shows the responses.

TABLE V STUDENT COMMENTS ON EDUCATION 311, LANGUAGE ARTS AND DIRECTED OBSERVATION IN THE UPPER ELEMENTARY GRADES

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Reading skills	17	Dealing realistically with reading and today's child	8
Professional file	8	Lesson planning	5
Miscellaneous	3	Less emphasis on units and professional file	4
		Discipline	2
		Miscellaneous	3

The sixth course was Art 268, ART IN THE ELEMENTARY SCHOOL. Table VI shows the responses.

TABLE VI Art 268, ART IN THE ELEMENTARY SCHOOL

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Art activities	8	Inexpensive art	4
Appreciation of child's art	3	Experience and/or observation	4
Miscellaneous	3	Activities which fit into school period	3
		Miscellaneous	3

The seventh course was Music 203, MUSIC EDUCATION IN INTERMEDIATE GRADES. Table VII shows the responses.

TABLE VII STUDENT COMMENTS ON MUSIC 203, EDUCATION IN INTERMEDIATE GRADES

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Music methods	8	Experience and/or observation	4
Mechanical aspects	4	More methods	2
Instruments	3	More songs	2
Singing	2	Teaching older children	2

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The eighth course was Mathematics 219 i, TEACHING ELEMENTARY MATHMATICS. Table VIII shows the responses.

TABLE VIII STUDENT COMMENTS ON MATHEMATICS 219i, TEACHING ELEMENTARY MATHEMATICS

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Mathematics methods	13	Experience and/or observation	6
Games and activities	4	Things that can be used in class	3
Teacher made materials	3	Motivation	3
		Miscellaneous	2

The ninth course was Science 221m, TEACHING SCIENCE IN THE ELEMENTARY SCHOOL. Table IX shows the responses.

TABLE IX STUDENT COMMENTS ON SCIENCE 221m, TEACHING SCIENCE IN THE ELEMENTARY SCHOOL

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
SCIS and SAPA programs & kits	20	Experience and/or observation	3
Units and lesson plans	7	Better text	2
Learning centers	4	How to make own equipment	2
Discovery method	4	Miscellaneous	4
Miscellaneous	7		

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The tenth course was Health 244, PRACTICES AND PROCEDURES IN HEALTH FOR ELEMENTARY SCHOOLS. Table X shows the responses.

TABLE X STUDENT COMMENTS ON HEALTH 244, PRACTICES AND PROCEDURES IN HEALTH FOR ELEMENTARY SCHOOLS

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Units	2	What and how to teach	6
Miscellaneous	3	Experience and/or observation	2
		Fair grading	2
		Bulletin Boards	2
		Miscellaneous	2

The eleventh course was Physical Education 245, PRACTICES AND PROCEDURES IN PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS. Table XI shows the responses.

TABLE XI STUDENT COMMENTS ON PHYSICAL EDUCATION 245, PRACTICES AND PROCEDURES IN PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS.

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Games	6	Games at grade level	3
Physical skills	4	Indoor games	2
Activities	2	Experience and/or observation	2
Miscellaneous	3	More activities	2
		Include all physical education aspects	2
		Miscellaneous	5

Question two was closed ended and asked the following question:

The supervision I received from my supervising teacher was:
a. excellent b. very good c. good d. fair e. poor

Table XII shows the response to question two. Responses have been converted to percent tables for questions two, three and four.

TABLE XII STUDENT RESPONSE CONCERNING SUPERVISING TEACHERS

The supervison I received from my supervising teacher was:				
a. excellent	b. very good	c. good	d. fair	e. poor
52%	32%	16%	0%	0%

Question three asked a similar question concerning supervision from the university as shown in table XIII.

TABLE XIII STUDENT RESPONSE CONCERNING UNIVERSITY SUPERVISION

The supervision I received from my UNIVERSITY supervisor was:				
a. excellent	b. very good	c. good	d. fair	e. poor
8%	44%	20%	28%	0%

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Question four asked the students how well they felt they were prepared for student teaching. The results are shown in Table XIV.

TABLE XIV STUDENT RESPONSE CONCERNING PREPARATION FOR STUDENT TEACHING

The preparation which I received for my student teaching was:				
a. excellent	b. very good	c. good	d. fair	e. poor
11%	40%	44%	8%	0%

Question five was open-ended and asked the following question:

> What comments could you add which might aid in the preparation of future teachers? e.g. What experiences should you have had which you did not have? What courses? Direction? What experiences did you have which you considered valuable? Please be specific.

The following are all the comments from the student teachers. Please note that not everyone filled out this question.

There should be a complete course on discipline problems. That does not try to show how it should be, but how it really is.

Student Teaching was very helpful. It gave me a chance to come in contact with students.

Grading a student teacher puts unfair pressure on him or her. I think a pass-fail system would be appropriate. University supervisors are so different, and their ideas of what is required of student teachers vary. I think after midterm student teachers should not be required to prepare as detailed lesson plans. They are a waste of time as far as I am concerned especially after about 3 or 4 weeks of school.

I have learned more in the classroom than doing observations and by attending many methods courses. Some of the teachers need to know more method way in the classroom.

Teach how to get along with people and teachers. Tell what kind of people teachers are. Direction - How to start on the right foot with the kids while observing. Valuable experiences - knowing what to expect of people and kids from Ed. 305.

I think that student teaching should be a full two quarters. However, I feel that lesson plans are a total waste of time. I feel that the department should be more selective in prospective teachers. A better general education should be required.

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More classes in child guidance. It is a shame that some teachers do not know enough about courses to teach them. I have children and feel I know more than some of the child psychologists. Student teaching should be put on a pass fail system so you would feel more relaxed.

Need to work with different classes so that you will have a better experience. The notebook is too detailed.

More practical work should be included before student teaching. I feel that one quarter of school related work, such as assisting a teacher grade papers or even teach one lesson per week would be rewarding. It would make the transition from Educ. 311 to student teaching much easier. Many things were covered in education courses, but many things could only be surfaced in actual student teaching.

Students should have a class in child guidance. Student teachers should know how to handle different classroom situations, such as academic grouping, discipline, etc. Student teaching should be put on a pass fail grading system. The present system is unfair.

Students should work with children more than just in student teaching. Students should have taught in front of a class before student teaching.

I feel that more of actual teaching should be acquired before the usual required student teaching period. Many times a student teacher finds that this is not for him or her too late in the game. An experience that I have condidered valuable is my placement in an all black K-6 school program. I faced situations and experiences that have prepared me for almost any type of teaching situation. More credit hours should be given for student teaching. At least 15 hours credit should be given.

My student teaching experience has been good. I had a very nice supervising teacher, who was very helpful and nice. I did not realize the amount of written lesson plans I would have to do. I feel the lesson plans were too detailed. I felt at times I was being treated unfairly, because - why does one college supervisor require so much for a top grade and antoher requires so little for the same grade. There should be some standards for all.

I think student teachers need association with other classes than the one type to which they're assigned. Example: For 10 weeks I've taught an advanced middle-class 7th grade group, and I feel very capable with these kids. But I have doubts about my ability to teach slow learners or lower class kids.

The most valuable experience I received was in Science 221m.

I feel like I was not fully prepared for student teaching before I arrived, but after I started I felt more confident. There really needs to be a course on discipline, and how to deal with the discipline problems. My supervising teacher added much to my teaching knowledge, although my college supervisor did not help me as much as I felt she could.

Should take course in phonics and course that teaches how to prepare bulletin boards.

Student teachers should have more teaching experience before they go out to student teach. I don't think student teachers should be given a leter grade because there are so many supervisors with different opinions. Lesson plans are also alot of trouble and time consuming that could be used for something else.

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I had a very good experience student teaching. My supervising teacher was excellent. She know how to handle children. She always stressed the positive and tried to improve the negative. The most important thing for a student teacher to remember is to get along with her supervising teacher and be willing to work with a good attitude.

I have enjoyed student teaching very much. I do wish there had been more opportunity for me to use discipline. I was allowed to spread out and do many things on my own which was good. I did not feel smothered.

A field trip with the students was valuable. More time teaching rather than observing.

Fewer Courses! More practice in student teaching (two quarters).

I think there should be a course strictly pertaining to discipline and behavior problems. Things you are taught in education courses are so idealistic when actually teaching is a realistic situation.

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EARLY CHILDHOOD EDUCATION

Early Childhood Education prepares students to teach in grades kindergarten through three. Program requirements are similar for all majors and the approximate division of courses is as follows*

General College	67 credit hours	35 percent
School of Education	36 credit hours	19 percent
College of Arts and Sciences	62 credit hours	32 percent
Electives	25 credit hours	14 percent
	190 credit hours	100 percent

The survey covered the professional courses taught in the various colleges and schools exclusive of the general college. It covered the professional courses required of all early childhood majors but not the basic courses usually found in the general college.

Fourty students were included in the questionnaire and this number represent approximately ninety-eight percent of the early childhood students involved in student teaching. The questionnaire was administered during the last week of student teaching in the Fall 1974 Quarter.

Questions concerning the specific courses were open-ended and divided into two categories (1) IMPORTANT ASPECTS of the particular course and (2) ASPECTS WHICH SHOULD BE INCLUDED. The answers were grouped into various categories for ease of tabulation. The number of responses to a given course varied from course to course. The students were asked to give two responses for each category and the total for a question could vary from zero to eighty. Under these circumstances it was felt that the actual number of responses would be reported rather than converting them in to

*Programs may vary somewhat from individual to individual.

percentages or some other measure for the first question which covered thirteen specific courses.

The first course was Psychology 201, PSYCHOLOGY OF CHILDHOOD. Table XV shows the response.

TABLE XV STUDENT COMMENTS ON PSYCHOLOGY 201, PSYCHOLOGY OF EARLY CHILDHOOD

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Growth and development	10	Discipline (hostile, violent, abnormal children)	15
Nothing	6	Experience and/or observation	5
Behavior	3	Miscellaneous	3
Peer Influence	3		
Ability according to age and characteristics	2		
Miscellaneous	9		

Table XVI shows student responses to Psychology 305, EDUCATIONAL PSYCHOLOGY.

TABLE XVI STUDENT RESPONSE CONCERNING PSYCHOLOGY 305, EDUCATIONAL PSYCHOLOGY

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Testing	9	Discipline	5
Methods of teaching	8	Testing	3
Problems and discipline	6	Theory into practice	3
Recognition of problems	4	More realistic and timely	2
How and why children learn	2		

Table XVII shows student responses to Education 101, INTRODUCTION TO EDUCATION.

TABLE XVII STUDENT RESPONSE CONCERNING EDUCATION 101, INTRODUCTION TO EDUCATION

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
History and Philosophy	25	More involvement other than observation	6
Observation	4	More observation	5
Names of Educators	3	Things that are happening today	3
Pay scale	2	Employment opportunities	1
Nothing	2	Ways of teaching	1
		Reason for NTE	1

Table XVIII shows student responses to Education 107, INTRODUCTION TO KINDERGARTEN EDUCATION.

TABLE XVIII STUDENT RESPONSE CONCERNING EDUCATION 107, INTRODUCTION TO KINDERGARTEN EDUCATION

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Floor Plan	20	Actual experience	6
Teacher made materials	5	Too much group work	4
Miscellaneous	3	Discipline	2

Table XIX shows student response to Education 203, LANGUAGE ARTS AND DIRECTED OBSERVATION IN THE LOWER ELEMENTARY GRADES.

TABLE XIX STUDENT RESPONSE CONCERNING EUCATION 203, LANGUAGE ARTS AND DIRECTED OBSERVATION IN THE LOWER ELEMENTARY GRADES

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Phonics	19	Experience with students	3
Reading	16	Different reading approaches	2
Handwriting	10	How to screen speech impediments	2
Diagnose and prescribe	3	Notebook not worth effort	2

Table XX shows student response to Education 219, THE KINDERGARTEN CURRICULUM.

TABLE XX STUDENT RESPONSE CONCERNING EDUCATION 219, THE KINDERGARTEN CURRICULUM

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Career education and awareness	20	How to apply methods to actual situation	3
Scope and sequence	3	Objectives	2
Objectives	2		
Methods	2		
Miscellaneous	4		

Table XXI shows student response to Education 220, METHODS AND MATERIALS IN KINDERGARTEN EDUCATION.

TABLE XXI STUDENT RESPONSE CONCERNING EDUCATION 220, METHODS AND MATERIALS IN KINDERGARTEN EDUCATION

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Teacher made materials	33	How to apply work to classroom	5
Observation	6	Miscellaneous	4
Case studies	2		
Tutoring	2		

Table XXII shows student response to Education 304, TEACHING, LEARNING AND TESTING IN THE LOWER ELEMENTARY GRADES.

TABLE XXII STUDENT RESPONSE CONCERNING EDUCATION 304, TEACHING, LEARNING AND TESTING IN THE LOWER ELEMENTARY GRADES

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Units	23	Lesson Plans & units which work in actual classrooms.	
Lesson Plans	15	Planning for the whole day	8
Professional file	9	Miscellaneous	3

TABLE XXIII shows student response to Art 268, ART IN THE ELEMENTARY SCHOOL.

TABLE XXIII STUDENT RESPONSE CONCERNING ART 268, ART IN THE ELEMENTARY SCHOOL

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Art activities	20	More work suitable for young children	9
Miscellaneous	3	Bulletin boards	3
		Allow for student input	2
		Miscellaneous	2

Table XXIV shows student response to Mathematics 219e, TEACHING ELEMENTARY MATHEMATICS.

TABLE XXIV STUDENT RESPONSE CONCERNING MATHEMATICS 219e, TEACHING ELEMENTARY MATHEMATICS

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Teacher made materials	12	Experience with materials and methods which work with today's math and children, i.e. more practical basic math	12
Lesson plans	9		
Math facts & concepts	7		
Techniques of teaching	6	More lab time	3

Table XXV shows student response to Science 221m, TEACHING SCIENCE IN THE ELEMENTARY SCHOOL.

TABLE XXV STUDENT RESPONSE CONCERNING SCIENCE 221m, TEACHING SCIENCE IN THE ELEMENTARY SCHOOL.

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Various approaches SCIS, SAPA, etc.	16	Experience with elementary students	5
Micro-teaching	7	More laboratory experiences	3
Learning centers	5	More lower grade activities	2
Lesson plans	4	Approaches which do not utilize text	2
		Care of animals	1

Table XXVI shows student response to Health 244, PRACTICES AND PROCEDURES IN HEALTH FOR ELEMENTARY SCHOOLS.

TABLE XXVI STUDENT RESPONSE CONCERING HEALTH 244, PRACTICES AND PROCEDURES IN HEALTH FOR ELEMENTARY SCHOOLS

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Units	10	Health, safety & first aid in classroom	5
Learning centers	5	Miscellaneous	9
Lesson plans	5		
Teacher made materials	3		
Miscellaneous	2		

Table XXVII shows student response to Physical Education 230, PRACTICES AND PROCEDURES IN EARLY CHILDHOOD PHYSICAL EDUCATION

TABLE XXVII STUDENT RESPONSE CONCERNING PHYSICAL EDUCATION 230, PRACTICES AND PROCEDURES IN EARLY CHILDHOOD PHYSICAL EDUCATION

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Movement education	10	Ideas & activities for classroom	5
Games	9	Experiences	3
Teachers made equipment & materials	7	Miscellaneous	2
Activities	5		
Lesson plans & units	5		

Question two was close ended and asked the following question:

The supervision I received from my supervising teacher was:

a. excellent b. very good c. good d. fair e. poor

Table XXVIII shows the responses to question two. Responses have been converted into percentages for questions two, three and four.

TABLE XXVIII STUDENT RESPONSE CONCERNING SUPERVISING TEACHERS

The supervision I received from my supervising teacher was:

a. excellent	b. very good	c. good	d. fair	e. poor
70%	20%	2%	8%	0%

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Question three asked a similar question concerning supervision from the university as shown in table XX.X.

TABLE XXIX STUDENT RESPONSE CONCERNING UNIVERSITY SUPERVISION

The supervison I received from my UNIVERSITY supervisor was

a. excellent	b. very good	c. good	d. fair	e. poor
57%	30%	2%	11%	0%

Question four asked the students how well they felt they were prepared for student teaching. The results are shown in table XXX.

TABLE XXX STUDENT RESPONSES CONCERNING PREPARATION FOR STUDENT TEACHING

The preparation which I received for my student teaching was

a. excellent	b. very good	c. good	d. fair	e. poor
25%	33%	37%	5%	0%

Question five was open ended and asked the following question.

> What comment could you add which might aid in the preparation of future teachers? e.g. What experiences should you have had which you did not have? What courses? Directions? What experiences did you have which you considered valuable? Please be specific.

The following are all the comments from the student teachers. Please note that not everyone filled out this question.

There should be more 'visiting' in the actual classroom before student teaching. Should somehow have more experiences in discipline before student teaching. I do

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feel that I did have excellent preparation for my student teaching.

There should be more work in public schools. Discipline problems should be discussed more thoroughly.

I was amazed that the teaching in the public school was not as we had been led to believe. We have had too much theory and not enough practical experiences. One course should be to prepare us to go out in the field, not a bunch of busy work. We need experiences with children of all abilities.

Future teachers should have more classroom (public school) experiences, not just observing but actual teaching experiences. Learning to write lesson plans was a very valuable experience.

I feel that every teacher should be exposed to the tremendous paperwork required by public school teachers and learn how to handle it. The all days are very important because one learns how to integrate the total day of teaching and plan for a longer period of time. Rewarding experience.

I think more time should be spent on practical, applicable knowledge rather than so much history of education (pure waste). I didn't get enough instruction on how to teach reading in education courses. More emphasis should be put on children's problems and learning disabilities and most of all discipline in the classroom. There are too many idealistic professors at this university.

To have had more experience in actually working with children instead of just sitting in the classroom. Student teaching was a meaningful experience to be actually involved with the child. All the education courses seems to come together showing me many ideas and ways to apply what I had been taught.

I think there could be observations or tutoring of children instead of just sitting in the classroom. Student teaching was a meaningful experience to be actually involved with the child. All the education courses seems to come together showing me many ideas and ways to apply what I had been taught.

I think there should be observations or tutoring of children in every education course. There should be more on diagnosing and experience in testing children for speech problems or learning difficulties. There should also be a course for every education major regardless of level on how to teach and motivate slow or abnormal children who are not in special classes whether there is no provision for them or whether they will benefit more if not placed in a special class.

Less courses and more preparation for student teaching.

Teachers should get as much outside experience in the classroom as well as the textbook to be comfortable and confident. The time spent with the kids was good. Lesson planning takes a lot of time.

Discipline problems - this subject is totally ignored in the courses. Maybe there aren't specific answers but some ideas would have been helpful. Class control has been my main problem. Course in disadvantaged child - I can't relate to this child when I m not educated about their situation.

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I feel that [illegible] early. I plan to go out into the field of teaching. I think we have had too much theory and not enough practical experience.

I feel the girls should have more experience in the classroom. Some of the courses gave us some but we do need more. One education course was a waste of time. I feel it had a lot to do with the teacher though.

I feel that student teachers should have a back ground in preparing conferences with parents. I was left handling the big and I really felt stupid. I also needed some preparation in dealing with school health records. I had to weigh measure and check eyes and didn't know where or how to record them. Two courses helped me in student teaching. Education 203 and Education 272.

More time in the elementary classroom would be beneficial. More emphasis on teacher made materials is needed. I should have had more experience in handling abnormal children.

More work with children for a specific authority or purposes other than observation. Teach directly with the teacher's manual. Use demonstrate the visual aids and follow up work that is expected from the student teacher. Teach more than kindergarten courses (101, 219, 220).

I feel that the courses in this department 101, 219, 220 should be minimized to make room for the more informative one (202), which is really more useful when you begin teaching. I feel that one course has not helped me very much at all. Those persons observing could be doing things instead of just sitting.

Teachers need preparation which is more practical, less theory and more reality. I feel that all student teachers should be treated equally. All student teachers should be required to meet the same standards.

There is little I can say concerning aid in preparation since I student taught in kindergarten and have had so many kindergarten courses. Experience is the main way to become more prepared. More should be brought out concerning discipline.

A student in the field of education needs a good college supervisor for guidance (I don't feel I did). The paper work expected of a teacher is important and a student teacher should see this, learn to do it and expect it.

Stop stressing open classroom. 9 of 10 classrooms that we enter are structured. Why can't we have courses dealing with this topic. More methods of discipline should be discussed and more information on hyperactivity and how it is to be handled by the classroom teacher.

There are too many idealized situation explained. The Education Department does provide many experiences dealing with children at an early date which is needed. I think each course should provide experiences with children to give students the opportunity to decide if teaching is for them or not.

Go in with a positive attitude which will be evident in your teaching and with the attitude and output of the children. Walk in strong - then you can let up. Be prepared.

More emphasis on language arts instead of just one course, do more beneficial work in Education 304 more emphasis on punishment techniques.

The most valuable experiences I had, came from direct work with children in all of my method courses. Role playing was very helpful although ain't nothing like the real thing. I feel confident in my ability to plan over long range. I do feel that Education 203 and 304 require too much work for a short summer session.

More emphasis on Language Arts is necessary.

More emphais on Language Arts. Do more beneficial work in 304 that you will use. More emphasis on punishment techniques.

Most of the courses I had to prepare me to teach were good, but my student teaching has been most beneficial. My student teaching has either proved or disproved the information gained in the courses.

There should be more teaching experiences before actual student teaching. Discipline problems should be discussed and dealt with more.

More chances to be in the actual classroom and see how the various teaching techniques are used. My student teaching experience taught me more in three months than three previous years of lecture and testing.

Certain teachers, I didn't learn a thing. I had to do it myself! There should be I feel an internship before student teaching. You learn so much being in a classroom for a length of time every day not just popping in to teach a lesson or observe. Courses would mean so much more and an understanding of the courses would be greater.

You should have more experience with teaching small groups of children. More unit (writing) experience. More experience in diagnosing, writing prescription, and lesson plans (carry them out) and evaluate.

I am in a normal classroom with an autistic child - severe brain damage learning disability and several slight learning disabilities. I have never had courses on anything but normal children. I feel a course in special education should be required of all education majors. Also observing in every course and one to one experiences.

I had a learning experience in student teaching.

I feel that a teacher should know of the different ways to approach and deal with "problem" children. Since different children respond to different ways of discipline it is important to know what to look for and how to deal with a problem. All in all I had a great experience. I learned a great deal through the student teaching program.

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SECONDARY EDUCATION

Secondary Education prepares students to teach in grades seven through twelve. The students have a subject major and will generally teach in specific fields such as English or chemistry.

Program requirements vary from department to department, but generally consists of the following:

General College	67 credit hours
School of Education	7 credit hours
College of Arts and Sciences	81 credit hours
Electives	26 credit hours
Total	180 credit hours *

The survey covered the professional courses taught in the various colleges and schools exclusive of the general college.

Ninety-four responses were obtained from approximately ninety-eight students involved in student teaching in the Fall, 1974 quarter.

Questions concerning the specific courses were open-ended and divided into two categories (1) IMPORTANT ASPECTS of the particular course and (2) APECTS WHICH SHOULD BE INCLUDED. The answers were grouped into various categories for ease of tabulation. The number of responses to a given course varied from course to course. The students were asked to give three responses for each category and the total for a question could vary from zero to three-hundred. The actual number of responses were reported rather than converting them into percentages or some other measure.

*Programs vary conciderably from department to department and the degree in many cases requires more than 180 hours.

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The division of student was as follows:

Mathematics	7	Music	12
Social Studies	5	Business Education	6
English	7	Science	11
Art	13	Industrial Arts	9
Library Science	4	Health and Physical Education	15
Foreign Languages	5	Total	94

The first course was Psychology 240. Table XXXI shows student response to Psychology 240, PSYCHOLOGY OF ADOLESCENCE.

TABLE XXXI STUDENT RESPONSE CONCERNING PSYCHOLOGY 240, PSYCHOLOGY OF ADOLESCENCE

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Physical, emotional, intellectual and psychological development and its influences on behavior. (self concept, peer influence)	40	More practical, realistic, timely, theory into practice. i.e. Field trips and observation	48
Insight into student problems and understanding youth	12	Discipline problems	12
Youth - adult relationship	6	Class too large	12
Teaching different types of students	4	Black vs. white, sex, drugs, more minority coverage	12
How to identify problems	4	Recognition of problems (classroom & home)	6
Teaching approaches (testing, conditioning, etc..)	4	Spend less time on men's names	4

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Table XXXII shows student response to Psychology 305, EDUCATION PSYCHOLOGY.

TABLE XXXII STUDENT RESPONSE CONCERNING PSYCHOLOGY 305, EDUCATIONAL PSYCHOLOGY

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Testing	16	More practical, realistic & timely-theory into practice	24
Methods of teaching	16	Classes too large, seminars more student discussions	10
Discipline & classroom problems	8	Motivate slow learners & apathetic students	6
Psychological development	6	Discipline	4
Reinforcement	6	Relate to Adolescent Psychology	4
Methods of learning	4		
Students Points of view	4		

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Table XXXIII shows student response to Education 325, PRINCIPLES AND PRACTICES OF SECONDARY EDUCATION.

TABLE XXXIII STUDENT RESPONSE CONCERNING EDUCATION 325, PRINCIPLES AND PRACTICES OF SECONDARY EDUCATION

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
National, state and local organizations	12	Current, up-to-date, examples and practical solutions which will be useful in N.C. public schools	43
History	8		
Registrar & folders	8	Too much extraneous materials and experiences	18
Curriculum Innovation	7	Professional information teacher organization, NTE, salary, school law applied to teachers, local school board regulation, differences in certification, homeroom	12
Education and society	4		
Miscellaneous	8	More History & background to prepare for NTE	10
		Less History & names	10
		Experience and/or observation	8
		More student discussion	7
		Classes too large	7
		Less group work	7

Table XXXIV shows student response to Education 318 s, CLASSROOM ORGANIZATION AND CONTROL.

TABLE XXXIV STUDENT RESPONSE CONCERNING EDUCATION 318 s, CLASSROOM ORGANIZATION AND CONTROL

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Hear problems of others & realize you are not alone-seeing other student teachers	25	Too much time on review of prior classes & other extraneous material & experiences	18
Discipline	8	More discussion by students	14
Current information on rules & regulations	4	Discipline Problems	12
		Teaching requirements, certification, NTE, job opportunities, benefits, student teacher rights, fedearl & state programs, teacher organization	12
		Practical solution to problems	9

Table XXXV shows student response to History 323 m, THE TEACHING OF SOCIAL STUDIES IN HIGH SCHOOL.

TABLE XXXV STUDENT RESPONSE CONCERNING HISTORY 323 m, THE TEACHING OF SOCIAL STUDIES IN HIGH SCHOOL

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Methods, techniques, lesson plans, units	4	Observation and/or experience	3

Table XXXVI shows student response to Music 223 a,b,c,d, MUSIC EDUCATION SEQUENCE.

TABLE XXXVI STUDENT RESPONSE CONCERNING MUSIC 223 a,b,c,d, MUSIC EDUCATION SEQUENCE

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Methods, techniques lesson plans, units	5	Observation &/or experience	4
		Discipline	3
		Music for Junior High School	2
		More study on minor instrument	2
		Practical planning	2

Table XXXVII shows student response to Foreign Language 323 m, METHODS OF TEACHING A FOREIGN LANGUAGE.

TABLE XXXVII STUDENT RESPONSE CONCERNING FOREIGN LANGUAGE 323 m, METHODS OF TEACHING A FOREIGN LANGUAGE

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Methods, techniques lesson plans, units	3	Observation &/or experience	4
Video tape	2		
Observations	1		

Table XXXVIII shows student response to Library Science 323 m, METHODS AND MATERIALS IN THE MEDIA PROGRAM. (library science)

TABLE XXXVIII STUDENT RESPONSE CONCERNING LIBRARY SCIENCE 323 m, METHODS AND MATERIALS IN THE MEDIA PROGRAM. (library science)

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Handling books & materials	2		
State contracts	1		
Techniques of presentation	1		

Table XXXIX shows student response to Art 323 m, METHODS OF TEACHING ART IN THE HIGH SCHOOL.

TABLE XXXIX STUDENT RESPONSE CONCERNING ART 323 m, METHODS OF TEACHING ART IN THE HIGH SCHOOL

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Supplies	5	Observation &/or experience	6
Methods, techniques, lesson plans, units	3	More practical aspects for secondary students	5

Table XL shows student response to Mathematics 323 m, METHODS OF TEACHING MATHEMATICS.

TABLE XL STUDENT RESPONSE CONCERNING MATHEMATICS 323 m, METHODS OF TEACHING MATHEMATICS

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Methods & techniques lesson plans, units	5	More observation &/or experience	5
Observation	2	Discipline	3
		Methods for Elementary &/or Junior High	3

Table XLI shows student response to Physical Education 323 m, METHODS OF TEACHING PHYSICAL EDUCATION.

TABLE XLI STUDENT RESPONSE CONCERNING PHYSICAL EDUCATION 323 m, METHODS OF TEACHING PHYSICAL EDUCATION

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Methods and techniques, lesson plans, units	5	Observation &/or replacement	4
Discipline	2	More special planning	3
Observation	1	Discipline	3

Table XLII shows student response to Industrial Art 323 m, METHODS OF TEACHING INDUSTRIAL ARTS.

TABLE XLII STUDENT RESPONSE CONCERNING INDUSTRIAL ART 323 m, METHODS OF TEACHING INDUSTRIAL ARTS

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Methods & techniques, lesson plans, units	7	Experience &/or observation	4
Professional attitude	2	Work with non-reader	3
		Sources of funding	2
		More planning	1

Table XLIII shows student response to Science Education 323 m, MATERIAL AND METHODS IN SCIENCES.

TABLE XLIII STUDENT RESPONSE CONCERNING SCIENCE EDUCATION 323 m, MATERIAL AND METHODS IN SCIENCE

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Methods, techniques lesson plans, units	6	Observations &/or experiences	7
Video tape	3		

Table XLIV shows student response to Business Education 323 md, me, mf; METHODS OF TEACHING BUSINESS EDUCATION.

TABLE XLIV STUDENT RESPONSE CONCERNING BUSINESS EDUCATION 323 md, fe, mf;METHODS OF TEACHING BUSINESS EDUCATION

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Methods, techniques, lesson plans, units	3	Experience &/or observation	4
		Less extraneous work	4
Teaching in front of class	3		
		Minor repairs	2

Table XLV shows student response to English 323 m, THE TEACHING OF ENGLISH IN HIGH SCHOOL.

TABLE XLIV STUDENT RESPONSE CONCERNING ENGLISH 323 m, THE TEACHING OF ENGLISH IN HIGH SCHOOL

IMPORTANT ASPECTS		ASPECTS TO INCLUDE	
Methods, techniques, lesson plans, units	3	Observation &/or experience	3
		Practical information	2

Question two was closed ended and asked the following question:

The supervision I received from my supervising teacher was:

a. excellent b. very good c. good d. fair e. poor

Table XLVI shows the responses to question two. Responses have been converted into percentages for questions two, three and four.

TABLE XLVI STUDENT RESPONSE CONCERNING SUPERVISING TEACHERS

The supervison I received from my supervising teacher was:

a. excellent	b. very good	c. good	d. fair	e. poor
52%	28%	10%	6%	4%

Question three asked a similar question concerning supervision from the university as shown in Table XLVII.

TABLE XLVII STUDENT RESPONSE CONCERNING UNIVERSITY SUPERVISING TEACHERS

The supervision I received from my UNIVERSITY supervisor was:

a. excellent	b. very good	c. good	d. fair	e. poor
40%	40%	12%	8%	0%

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Question four ask the students how well they felt they were prepared for student teaching. The results are shown in Table XLVIII.

TABLE XLVIII STUDENT RESPONSE CONCERNING PREPARATION FOR STUDENT TEACHING

The preparation I received for my student teaching was:

a. excellent	b. very good	d. good	d. fair	e. poor
11%	25%	46%	18%	0%

Question five was open-ended and asked the following question:

> What comment could you add which might aid in the preparation of future teachers e.g. What experiences should you have had which you did not have? What courses? Directions? What experiences did you have which you considered valuable? Please be specific.

The following are comments from the student teachers. Please note that not everyone filled out this question.

The preparation for teaching at E.C.U. lacks in that it presents ideal situation in the university classroom. Students should be required to observe public schools during all of these courses and register changes made from their days in high school and from one observation to another. Teachers should be required to teach in public school every five years for at least a month in order to know what they are talking about.

I would like to see future teachers be able to observe earlier in school years - possibly during sophomore quarters. I consider having had the opportunity to work with different levels students extremely important.

More studies in grammar, composition, the teaching of grammar, and the teaching of composition need to be included. In addition, reading is a big problem in schools today, and I have not had even one course in reading. My methods courses dealt very little with practical situations and with discipline techniques. They were nothing like the actual classroom situation.

The individual's experiences as a student teacher are only representative of that individual. No two teaching situations are alike; however, there seems to be a pronounced lack of motivation and maturity in all of today's high school systems. Perhaps it stems from the fact that TV has spoon fed the public too long. Or perhaps the American public enjoys too high a standard of living. Whatever the case the teacher-to-be should be shown as early as possible what the system entails. Perhaps a year's apprenticeship with half pay might just give the student teacher a more realistic view of the American education system.

Earlier experience would have been helpful. I wish the 323 m course was a five hour course because more relevant material was covered in that course than any other. More emphasis on innovative and creative teaching methods and emphasis on the development of a personal professional philosophy would have made education courses more desirable. The education courses should endeavor to be more realistic!

I think it would be better if somehow the two courses in teaching techniques in English (composition, grammar, literature) could be combined into a 6 hour unit. Think this way there would be more continuity of teaching principles and more interrelation between the two. (How can you separate these in an actual teaching situation?) I think the course in Audiovisual Equipment should be required - I took it as an elective. I also think a teacher in English should have at least some instruction in teaching remedial reading. As for student teaching itself, the people I worked with were most cooperative but I felt overloaded with having to construct a curriculum for both my classes as I went along, having no backlog of personal material.

More practical professional training in areas under the supervision of the department of the major field. In general, the whole approach to education under which we have been trained is too narrow and fast becoming out dated. My major criticisms are in the area of the education department, none of those programs included under the program in the major field.

There should have been more methods courses and knowledge of the area taught. Also more should have been taught about what each age group can understand.

More exposure to teaching earlier in college career. For example, more observation of teaching in second year and actual teaching experience in 3rd year. I feel that actual teaching exposure has taught me more than most of my education courses did at E.C.U.

First of all, I have been told over and over again to force yourself to have a positive attitude. Preparation added lots to the possiblility of having this type of attitude and it is a must.

A general comment: prospective teachers need desparately to be exposed to teaching situations long before their last few months of college. I've received several jolts this quarter in trying to deal with students. Early exposure, I feel, would be extremely advantageous.

Please consider reinspecting those teachers who are assigned student teachers. Some are not fit at all and may prove to be very detrimental to one's outlook on teaching. More in class teaching with student teachers given more authority in the classroom. The rest I could only answer after reflection on a true teaching experience. Ask me again in 5 years.

Education 323 in Art needs to give the student more foundation in art for high school and junior high students. If felt that I did not receive anything in the course that aided in my student teaching in the secondary level. I did not know what students were capable of and what they have or should have had in art.

I feel art teachers should be exposed to childrens art classes (observations) throughout the 4 years. The education courses should also be provided earlier. How does a person know they're working on the right degree (B.S.) until they get involved with courses related to it!

A course on Art theories and principles is needed. Emphasize making and collecting art example. Answers for good discipline.

Education courses should deal more with the practical aspect of everyday teaching rather than the theory which I feel is not applicable to a normal classroom situation.

Felt that education courses were taught in an idealistic manner; not enough emphasis placed on normal day to day contact with students in classroom. I could have done without Art 323 m, 221 and Philosophy of Art. Education 305 and 325 give wrong picture of what it's really like in classroom. My most valuable experience was spent in the classroom - personal contact with students.

Too idealistic - not enough practical information.

In general the preparation was satisfactory except on some of the practical everyday techniques used on a classroom situations was omitted from most of the courses. All of the education courses were concerned too much on unrealistic philosophies and not enough on the realistic view of a classroom.

The major fault I found in my preparation was that most courses were slanted toward the college level of performance and there were large disparities in the overall coverage and its application to secondary work in the high school. The reference and the methods courses, however, were excellent.

The Fall Quarter is the best time to really get to know a teaching situation in a Library (school) so I have observed. In organizing the facilities and making it abailable, a student teacher gets to know the importance of good accessable materials, ready at all times to be availabe to teachers. It has really been a learning situation for me. Now I know some of the best book jobbers, how to use funds wisely and how to manage a elementary as well as high school library. An elementary library requires much more attention and material than any other library situation.

I found the couse (not required) in story telling to be extremely helpful since I gave many classes in story telling and book talks at the elementary school. Having studied types of children's literature also proved very helpful.

Students should be required to observe public schools before student teaching(as much as possible). In my case I found it necessary to be very strict at the beginning of my student teaching to assure the respect of the students. It is very important to have a good relationship with your supervising teacher. I was lucky to have a wonderful and understanding supervising teacher and college supervisor.

I wish all future teachers could observe in classroom situations - nothing in a book can prepare you for the real thing. I have had a wonderful superior and a great supervising teacher. I have found that using common sense, I can handle most situations that come up. This is a great confidnce builder.

More information on writing biography - more practice writing and executing lesson plans - more observations in schools prior to student teaching. More flexibility of school supervisor - I am not her nor will I ever be - I can not teach exactly how she does. Excellent methods and phonetics courses - both should involve more than one quarter to sufficiently cover material.

I think students should have more opportunity for observation and be required to write more lesson plans. The methods course for majors should be expanded to five hours or perhaps divided into two courses.

There should be more familiarization with the paper work involved in teaching. Need more opportunity to observe high school situation classes before beginning student teaching.

Need more observation hours or chance to teach in classroom. A course needed in my specific field in concentration on General Music in the Junior (7th grade). I had a Christian teacher who taught though love - and is very sucessful - She learns about each of her students backgrounds and then she can understand the reasons her students may act in situations. Always try to understand the student and plan lessons that he can relate to.

For Inst. Music teachers - know your bars, know fingers, posture, and embauchure. You have to know it all and play them all. I was able to deal with a beginning program at its conception. This will help me tremendously. One needs to try to teach someone another instrument at least once to learn some of the pit-falls.

The students need a more in depth study of methods and information. There is a great need for an intensive psychological study. Needed also is the knowledge of individual student situations so the teacher can be prepared to respond to whatever happened.

In music, needed more classes or experience in the different insturments and instrument repair. There could have been more music education classes, one year does not prepare enough and could be more practical than ideological.

A great deal of problem rested in teaching in the fall as I still have 2 remaining quarters which would have helped me. At last I know where I am weak and can work to correct this area of weakness. I was a moody person and easily discouraged so I often made things worse than they really were. For all music people - play piano, piano, piano...

Deal with the students in a way which you respect their ideas and views on certain matters. Be very open-minded. Learn the students background and the ways he might think before making a decision which later might back-fire.

More work with children should have been included at Sophomore and Junior levels before student teaching is presented. Technique course necessary. Perhaps a greatest level of proficiency should be required in instrumental classes.

I feel more individual experience in teaching with the chance of follow-up. Also, a concentration in classroom techniques, rather than the emphasis on how to properly write a lesson plan. Also, experience in picking and using a series of books (music) for the classroom situation.

Education majors should have as many practical experiences in front of class as possible. I learned more from practical teaching experiences than I could have ever learned out of a book.

There should be more of a correlation between one method course and what is actually happening. Student teachers are at a somewhat disadvantage when they've learned some innovative teaching techniques and can't really use them in their situation. I was very fortunate in that my supervising teacher was there when I had the large groups to help me and show me some of his teaching techniques that for 20 years has made him a successful band instructor.

Itwould probably be more helpful if instrument majors could take their instrumental classes closer to their student teaching experience. Most of these courses are offered on the freshman level and many valuable skills are lost by the time they are needed.

Valuable experiences: teaching short lessons and classes in a public school, Rose High, Wahl Coates. This opportunity is needed by all in order to have a working knowledge of students and their behavior, reactions and feelings before actual student teaching. Courses should be rearranged. Some courses taught in freshman year should be taught later; if so, they would be more beneficial.

I feel that more practical observations and work in the high school is badly needed prior to student teaching. I also feel more time (courses) should be added to Secondary Education teacher preparation program. Student teaching is valuable in itself.

More practical aspects should be included in the program. Student teachers need to realize the nature of high schools as they exist now. A reading course should be required of those who are in the teaching program. The talks with my supervising teacher were most interesting, helpful, and enjoyable. We discussed methods of teaching level 3 students.

I think that in preparation of future teachers that more time should be spent in the actual classroom setting - by the time one has adjusted to classroom and teaching your time is over and yo feel as if you have not had good chance to prove how successful a teacher you will be. I had most experiences in my situation but more time would be spent in the other classroom beside your major field - for teaching a well rounded grouping for education on college level should be emphasized. Valuable experience has been discussions with students on what they like in a teacher and how they like for class to go.

My student teaching was a great experience for me. I was well prepared to do my student teaching. The pre-preparation I received was excellent. My supervision at my high school was superb. I think the success of future student teachers will depend mainly on the preparation they receive prior and druing their actual teaching experience. The most valuable experience during my student teaching was my excellant supervision at my school and at ECU.

Students should have the opportunity to see a classroom in action for a while - one class period in 3 or 4 different schools can't give a student a good idea of what is going on in the public schools from day to day. Too many things are taken for granted not only by the supervising teacher but also the university supervisor. They seem to think that you're just like them and have similar experiences. Well that's not the case. Students should become more aware of the school system.

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Have students go out into schools for a couple of days in a row. Face real problems in seminar not just outlined garbage straight from the dull book. The professors in this university know about as much of what is going on in public schools as they do about presenting an interesting lecture!

In the case of science teachers, I think that some sort of methods course in lab techniques should be required. I wish I had taken my psychology courses before my student teaching experience. I was subjected to many things that I never realized went on, such as; I helped the librarian, the school nurse, the guidance counselor and other teachers. This helped me to understand their jobs as well as my own.

The courses that are required, besides the Ed. 325 course is more than adequate for preparing student teachers. Because after all the person himself must supply input or be a worthless teacher. I rate the overall preparation very good.

Students preparing to teach should have more experiences in observing high school classes to see what school is like now. Schools and their practices have changed a great deal even from two years ago. Supervisors should have more teaching experiences so they will know and understand what is going on in today's high school. Methods courses should focus more on preparing a student to teach - how to teach- instead of giving them a lot of busy work.

The best preparation should have been to throw the "junk" out of methods courses, and put practical experiences and problems into them. Experiences which were good: Field type to District and State Conventions to get a basic outlook on what will be forthcoming.

We had very little opportunity for observation in the high school. This would give us more of an idea about the changes in high school.

I feel student teachers need more preparation in how to teach, specifically how with more emphasis on the beginning days of a beginning course. I feel my work experience helped me tremendously with my teaching. I could put myself in the position of a secretary as I talked. Without experience I would not be as sure and confident.

Methods courses should instruct you in the basics and principles of teaching each subject you are to be certified in. Psychology 240 revised to indicate what conditions are today with more stress on the local area. I would highly recommend the student teacher visit the school to which assigned prior to reporting for duties.

Some way, God only knows how, there should be provisions for insoluble personality clashes. My supervising teacher and I have been at odds since day one. How can a student teacher derive any reward from his situation if he is at war with his leader?

I felt that a person should be exposed to the situation much earlier than their senior year in college.

Those who are interested in education should start field observation or possibly teacher's aid training at the sophomore level.

I belive all student teachers hould while in their methods class or in Education Psychology 305 visit several times classrooms but in a discrete manner in low numbers per classroom. They should be according to their major and the course instructor (of methods) should indicate to the future teacher the good points and bad points to watch for - prior to there visits. (In Ed Psych 305) the university instructor should point out good and bad tactics of teaching in general -- (as above) or from the point of Ed. Psych. The problem of out right open defieance by students of any color, age, or sex ia a shock. Some way this should be advised upon or dealt with before the future student teacher hits the field. The methods course with its lesson planning, weekly unit and the composition of academic and practical tests... and the introduction to audio visuals was a great help to prepare me on student teaching.

A more meaningful methods course. I feel that I should have been taught more usable psychology. The experience of working with professional teachers was the best. I feel also that 12 weeks is too long for student teaching.

The supervising teachers should be observed by college advisors before students begin to teach under them. Student teachers need pay because we catch a lot of hell in those classrooms. The money will be returned by our services of teaching later on after certification. Paid regularly not once a quarter.

The 318 s couse running concurrent to the student teaching is a good idea. I feel that provision should be made for student teachers who do a satisfactory job, to be paid in only a token amount.

I feel there should be a course offered which allows the education major to work in the public school system early in his or her college career. I feel in the Science curriculum there should be some course which aid you in writing labs and preparing labs.

I feel that a course on the undergraduate level concerning the programs that are offered and funded by the Federal Government that dealt with how to find out about these funds i.e. what requirements would have to be met to get certain funds. I think this should be done on the major field of study.

I feel that the courses which best prepared me for student teaching were: Health methods, P.E. methods, my skills and teaching courses for the different sports and all my psychology courses because you have to always stay ahead of your students in thinking. No one should be allowed to teach unless they have first student taught. The experience was very helpful.

I saw myself on film doing a teaching practice lesson. My instructor helped point out my mistakes, which was very beneficial to my future student teaching experience, the course was Industrial Technology 323m.

Visit different school situations before student teaching. A course in motivation would have been helpful.

Work with more visual and material. Get into the classroom situation more than just during student teaching.

I feel that the student teaching experience needs to last longer. Now that I am finishing I have just become fully oriented to teaching. It is something new and needs time to develop good teaching methods and practices.

Know the needs and interest of the students that you are working with. It will help immensely in relating to the students. Knowing the needs and interests of any person will help to establish better communication. Observe a similar situation to the one that you will be in at least three times before you enter the situation. Take an audiovisual aid course.

I have learned to control my temper and to keep from raising my voice as much as possible. This will please the students and avoid your developing an ulcer. All students must be treated fairly. Being prepared and keeping the students busy will cut out 75% of the discipline problems.

Student teachers benefit greatly from school supervisors. They observe and learn from them. One thing that could be included in preparation for student teaching would be an experience in the situation that they will be facing. It's a slap in the face to go into the real situation after being in college. It is easy to forget while in college how you really were as a high school student. Maybe to let college teachers spend one full day teaching in public, secondary, elementary schools just to refresh their memory. It might help in their evaluations of student teachers.

Not enough experience in handling discipline problems. All my experience I consider very valuable.

Before student teaching it would be nice to have classes where you work with children under directed university supervision at the university. Valuable experiences: The relationship which developed between myself and the staff of the school where I student taught. Also, the close relationships which developed with many of the students in the school.

I feel like I could have used more courses in Health that I did to be an effective teacher of the course. I felt like the classes were not totally mine to discipline then the way I would have liked to.

Need more preparation for student teaching, making students more aware of what to expect.

More preparation should be included in the Health aspect of the program. Often all this is a double major.

Ask for more actual field training, more actual experience in needed prior to student teaching.

Greater emphasis on units and how to use them. How to use office machinery. Typing should be a required course. More student contact, in front of a class before student teaching. How to use materials effectively e.g. - chalkboard, cameras, films, etc...)

I feel that basically I was well prepared to student teach but there should have been more emphasis on what I should expect when entering a high school.

Students teachers should not put their best foot forward and do more then they usually do for any course. Check on everything; hall duty, schedules, your teacher's attitude concerning discipline, etc...

Future teachers should be made aware of what is to be expected of them before beginning student teaching. Future teachers should be required to do more observations in different phases of their area.

I think the teachers preparation program is good but I definitely feel an elementary methods course would be useful for secondary majors for use in phase III or slow learners, especially Math. More awareness by observations of what teaching is actually about for better decision of going into the teaching field. I feel my entire student teaching experience was very valuable. Being as specific as possible ideas I received from supervising teacher on assigning points to test questions, selection of test questions, how to handle specific problems that arose, etc...

Students should spend more time observing both Junior and Senior High School, during their methods courses. Methods courses should be longer. The most valuable experience for is the student teaching experience.

Teachers should be given more observations (required on almost all Education courses). More teaching activities in methods should be included. We should have been told more of what would actually take place during the student teaching period. Every high school teacher should be required to observe in a Junior High. It would also be nice to be acquainted with job interview aspects, who hires, who controls education laws, Board of Education or the Principal?, set up among these - who does what? Valuable experience - working with mentally retarded and low income help in understanding all people.

I would suggest more courses in methods in your major field. For example a course on teaching techniques in the general math class would be quite valuable especially if someone with a lot of experience in the situation. Possibly have students go to local schools during junior year and be aides a couple of hours a week. I know in my classes when there are 33 students in a class there is just no way you can get around and help all of the students. Help could definitely be used!

Remember everyone has bad days, even teachers. I think that having more experiences in getting up in front of a class would have helped (preferably in methods).